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ABSTRACT

A report is presented of a study made to identify those primary variables which account for the inclination of Oklahoma classroom teachers to leave the profession permanently. The survey questionnaire addressed the major intrinsic and extrinsic reasons why teachers leave the profession. A sample was chosen from 213 independent and dependent school districts. The study provides data which clearly indicate that classroom teachers who leave teaching do so for a multiplicity of intrinsic reasons. Four major reasons were given: (1) low salaries; (2) inadequate public financial support of the total education enterprise; (3) lack of public recognition of the teaching profession; and (4) not enough time to teach--too much time is spent on classroom discipline and interruptions. The major extrinsic reasons for leaving included: (2) movement out of the state; (2) employment in the noneducation sector; and (3) a return to "homemaking" full-time. Appended to the report are the Oklahoma Teacher Mobility Questionnaire and the interview questionnaire submitted to deans of education. (JD)

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TEACHER PROFESSIONAL IDENTITY AND JOB-LEAVING INCLINATION IN OKLAHOMA

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TEACHER PROFESSIONAL IDENTITY AND JOB-LEAVING INCLINATION IN OKLAHOMA

by

Dr. Kenneth H. McKinley
Dr. Mary Meritt

INTRODUCTION

Teacher attrition and turnover in a time of scarce resources in public education have become a cause of concern to administrators and educational policy makers. This concern is understandable in view of the considerable planning, manpower, and related resources invested in teacher pre- and inservice training. These resources are perforce wasted in two ways, (1) on those job leavers who are supposed to benefit by them; and (2) on the local education systems and the school-age children they serve.

Oklahoma educators, like others nationwide, are concerned about this phenomenon and its effect on the quality of instruction in Oklahoma's classrooms. Additionally, the phenomenon may be a valid indicator of professional conflict in the American school system and a symptom of a much more serious and complex problem than previous studies have indicated. It is apparent that a major problem of the teaching profession is attracting and keeping skilled career teachers. The ultimate question for the profession is what changes, rewards, and/or programs are necessary to assure that the profession can attract, and retain, the best qualified professional educators. The ability of the state's common school system to attract and retain

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the quality and quantity of classroom teachers necessary to sustain the state's teaching force will go a long way in determining the future of the profession in elementary and secondary education in Oklahoma.

STATEMENT OF THE PROBLEM

The problem addressed by this study was to identify those primary variables which account for the inclination of Oklahoma classroom teachers to leave the profession permanently. The following questions were investigated:

1. What are the major intrinsic reasons why Oklahoma classroom teachers leave the profession permanently?
2. What are the major extrinsic reasons why Oklahoma classroom teachers leave the profession permanently?

DEFINITION OF TERMS

For the purposes of this study the following definitions will apply:

Extrinsic motivators or reasons are those factors which attract teachers away from the profession: marriage/family responsibilities, advanced educational study, job opportunities in the private sector, etc.

Intrinsic motivators or reasons are those teaching environment factors deemed to be present in the workplace: salary, working conditions, the work itself, a sense of achievement, pride, recognition, etc.

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METHODOLOGY

Since this was primarily a descriptive research effort, the major methodological research procedure utilized in this study to determine the opinions of the study participants as to why teachers leave the profession was that of reporting frequencies and percentages. Also, a non-parametric statistic, Chi-square, was used to obtain evidence of significant relationships between selected independent variables (demographic characteristics) and the responses on the section of the mail questionnaire dealing with intrinsic reasons for leaving teaching.

Selection of the OTMQ Items

The first major step in the study methodology was the development of the Oklahoma Teacher Mobility Questionnaire (hereinafter known as the OTMQ) (see Appendix A). The OTMQ was developed based on an extensive review of the relevant literature. The items on the questionnaire were developed by utilizing statements and combinations of findings leading researchers have identified as reasons why teachers leave the profession permanently.

Part I of the OTMQ consisted of 18 items and was designed to obtain the extent of agreement as to the intrinsic reasons why teachers depart from classroom teaching. Part II of the OTMQ was comprised of 21 items designed to obtain extrinsic reasons for the permanent departure of teachers from the classroom. Part III

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of the questionnaire consisted of 11 items on respondent demographics. This section was designed to gather personal and educational information about the study participants in order to ascertain if any trends could be derived in profiling the population of teacher leavers in this study.

Three field test administrations of the questionnaire were conducted. A final draft revision of the OTMQ instrument was administered to 72 graduate students enrolled in classes in public school administration at Oklahoma State University who were asked to evaluate the instrument for clarity, representativeness, and quality of design.

Choice of Populations and Samples

Oklahoma's 617 independent and dependent school districts (1983) were arrayed by size, in descending order, according to average daily attendance (ADA). Upon review of the natural intervals in the array of school districts by ADA, six groups were determined. In 1982-83, the 617 independent and dependent school districts in Oklahoma ranged in size from 44,260 to 91 ADA among the independent districts (K-12), and from 497 to 23 ADA among the dependent districts (K-8).

In choosing the final sample, the formula $n \geq \frac{N}{ND^2 + 1}$* was utilized to yield 213 school districts in the sampling process. Table 1 indicates, among other data, the breakdown of the six group classifications by enrollment (ADA), population and sample size, and the percent of the population, by strata, chosen in the final sample.

* Where n = sample size; N = population size; and D is the desired proportion of the standard deviation anticipated to be within the population mean. In this study D = 0.1.

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TABLE 1

SUMMARY OF MAIL QUESTIONNAIRE RETURNS

Group	Number of ADA	Study Districts Population N	Study Districts Sample N	Study Participants N	First Mailing No.	First Mailing Percent	Follow-up No.	Follow-up Percent	Total Returned No.	Total Returned Percent	Unusable Returns No.	Unusable Returns Percent	Included in Final Analysis No.	Included in Final Analysis Percent
I	44,260-41,295	2	1	227	108	47.6	71	31.2	179	78.9	67	29.5	112	49.3
II	17,144-4,541	16	13	430	184	42.8	79	18.4	263	61.1	50	11.6	213	49.5
III	4,165-1,856	32	24	130	58	44.6	26	20.0	84	64.6	13	10.0	71	54.6
IV	1,729-983	59	37	67	34	50.7	11	16.4	45	67.2	11	16.4	34	50.7
V	943-91	348	77	87	33	37.9	22	25.3	55	63.2	10	11.5	45	51.7
VI	497-23*	160	61	12	4	33.3	4	33.3	8	66.7	0	0.0	8	66.7
Totals:		617	213	953	421	44.2	213	22.4	634	66.5	151	15.8	483	50.7

*Oklahoma Dependent School Districts (K-8)

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Once the number of school districts was chosen, each school district in each strata was assigned a number from one to the finite number represented in that strata. A table of random numbers was then employed to select the final sample of school districts as the units of sampling for the major data collection effort in the study.

Upon the identification of participating school districts, an attempt was made to utilize records from the Oklahoma Education Association and the Oklahoma State Department of Education to generate names and addresses of the teachers from those districts who terminated voluntarily at the end of the 1982-83 contract year.

Both data bases proved to be partially inadequate for this purpose; thus, individual telephone calls to all 213 participating districts were made by project staff to verify the accuracy of the participants' names and addresses. Only two school districts, represented either by superintendents or chief personnel officers, refused to comply with the request for this verification. This process eventually yielded 953 valid names and addresses of appropriate study respondents.

The Structured Interview

Study interview schedules were administered to selected Oklahoma deans of education and public school superintendents to gain their perspectives on methods being used to attract and retain teachers in the profession. The interview schedules (see Appendix B) were administered during the spring academic semester, 1984. Superintendents randomly selected from the study

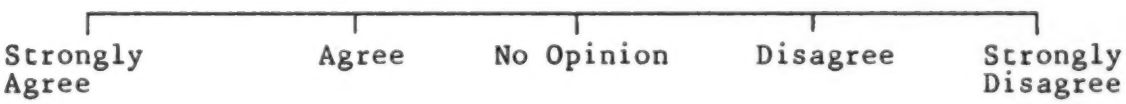
sample districts were interviewed by telephone, as were the College deans.

Administration of the OTMQ

The three-part study questionnaire OTMQ previously described and shown in Appendix A was mailed to the identified study sample -- the 953 Oklahoma classroom teachers leaving at the end of the 1982-83 contract year -- along with a cover letter which explained the reason for the research. Full instructions were given for filling out the questionnaire. Two weeks later, a follow-up coded questionnaire was sent to participants who did not respond. Finally, a week later, a follow-up reminder postcard was sent. The procedure resulted in a 51 percent return. (See Table 1.)

Treatment of the Data

The following continuum was located at the top of each page of the attitudinal section of the mail questionnaire to remind participants that their choices could range from strongly agree (a) to strongly disagree (e) relative to each "intrinsic" reason cited as to why teachers leave teaching.



The data were punched onto IBM computer cards, verified, and subjected to the Statistical Program for the Social Sciences (SPSS-X version) at the Oklahoma State University computer

center. The data were then reported in frequency and percentage for respondents on the attitudinal section ("intrinsic reasons"), items for the summation of the extrinsic reasons, and for the Chi-square analysis.

A one-way Chi-square test of association for six (6) independent variables and the study participants' responses to the 14 intrinsic items in Part I was generated and analyzed. The six (6) independent variables included:

1. Size of district in which respondents were last employed;
2. Gender;
3. Total education experience;
4. Number of years teaching in last district;
5. Total educational training (last degree); and
6. Undergraduate grade point average.

The interview responses were summarized for commonalities among respondents through the interpretation of the investigators and reported in summary form.

SUMMARY OF FINDINGS

The three (3) most predominant intrinsic reasons for permanently leaving the profession as revealed by study respondents included:

(1) Salaries are too low (Table 2);

(2) Public financial support of the total educational enterprise is inadequate (Table 3); and

(3) There exists a lack of public recognition for the teaching profession (Table 4).

TABLE 2

LOW TEACHING SALARIES

VALUE LABEL	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Strongly Agree	235	48.7	51.6	51.6
Agree	153	31.7	33.6	85.3
No Opinion	18	3.7	4.0	89.2
Disagree	37	7.7	8.1	97.4
Strongly Disagree	12	2.5	2.6	100.0
Missing	28	5.8		
TOTAL	483	100.0	100.0	

TABLE 3

INADEQUATE EDUCATIONAL FINANCIAL SUPPORT

VALUE LABEL	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Strongly Agree	166	34.4	36.4	36.4
Agree	178	36.9	39.0	75.4
No Opinion	39	8.1	8.6	84.0
Disagree	56	11.6	12.3	96.3
Strongly Disagree	17	3.5	3.7	100.0
Missing	27	5.6		
TOTAL	483	100.0	100.0	

TABLE 4

LOW RECOGNITION/SUPPORT FOR TEACHING PROFESSION

VALUE LABEL	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Strongly Agree	124	25.7	28.0	28.0
Agree	188	38.9	42.4	70.4
No Opinion	42	8.7	9.5	79.9
Disagree	76	15.7	17.2	97.1
Strongly Disagree	13	2.7	2.9	100.0
Missing	40	8.3		
TOTAL	483	100.0	100.0	

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Of the 14 intrinsic reasons for teachers leaving the profession, as provided in the OTMQ, the three (3) items given by the study respondents as least prevalent among their motives for leaving included:

(1) The "challenge/reward" feeling is no longer present in the classroom setting;

(2) A feeling of isolation from professional peers exists;

(3) Teaching rapidly becomes boring and repetitive with little or no variety.

When asked to rank order the three (3) most important reasons teachers leave the classroom (OTMQ item 16), the respondents listed the reasons as follows:

(1) Salaries are too low;

(2) There is not enough time to teach;

(3) Students display a general lack of academic pride.

When asked what salary increase would be needed to retain classroom teachers (OTMQ item 17), 31% of the respondents indicated a range of $3,500 or less, 35% believed that $5,000 was necessary, and 34% preferred a range of $5,000 or more. Also, 45% of the study respondents supported a move by the state (Oklahoma) to increase funding to ensure salaries at the national average.

Under Part II of the survey instrument, extrinsic reasons related to why the study respondents left teaching included: (1) movement out of state, (2) employment in the noneducation sector, and (3) a return to "homemaking" full-time.

The least predominant extrinsic reasons that the study respondents gave for not returning to classroom teaching

included: (1) entrance into military service, (2) moving to a position with a professional organization and/or state education agency, and (3) nonrenewal of contract and illness of family.

Table 5 indicates the major professional teaching certification levels in Oklahoma. The complete breakdown of certification classifications provided for respondents in this study is shown in the survey instrument (Appendix A). It should be noted that the Oklahoma State Department of Education has recently (1984) identified five (5) classroom teacher shortage areas. These include science, mathematics, special education, industrial arts, and foreign language.

Information supplied by the secondary certificated respondents in this study indicated that 51 of the 137 leavers (37.3%) had math and/or science certification. Additionally, it should be noted that of the elementary/secondary (K-12) certificate holder respondents, 69 (34.7%) had special education certification and 36 (18.1%) had math and/or science certification.

TABLE 5

DISTRIBUTION OF RESPONDENTS BY CERTIFICATION AREA

CATEGORY	RESPONDENTS	PERCENTAGE
Elementary	147	30
Secondary	137	28
Elementary/Secondary	199	41
TOTAL	483	99

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Selected Characteristics

The relationships between selected independent variables and the study participants' responses on the intrinsic items of the OTMQ (Part I) were examined using the Chi-square non-parametric statistic. Table 6 presents the Chi-square statistic and significance levels for six (6) selected independent variables.

As shown, a significant relationship was obtained at the .05 level for 19 of the 84 tested combinations. Of particular note was the finding that 5 of the 6 independent demographic characteristics (variables) selected for analysis in this study yielded significant relationships (p .05) when analyzed in relation to the intrinsic item #2, "administrative requirements are excessive . . .." Also, the Chi-square statistic for number of years of experience in the last district proved to be significant (p .05) for 8 of the 14 OTMQ intrinsic items.

Structured Interviews

Interviews with selected state deans and local superintendents yielded information which provided evidence of congruence with participant responses on the OTMQ regarding salaries, lack of recognition from the public, and a general lack of financial support of the total educational enterprise.

This group of state educational leaders also stressed the importance of a competitive base salary and benefits. In addition, both groups indicated a need to work to strengthen teacher image and esteem through administrative and public support for the total education enterprise. The administrators expressed some

TABLE 6

CHI SQUARE AND SIGNIFICANCE VALUES FOR PART I OTMQ

ITEM	DISTRICT SIZE		GENDER		EDUCATIONAL EXP.		LAST DISTRICT EXP.		DEGREE		GPA	
	X^2	P	X^2	P	X^2	P	X^2	P	X^2	P	X^2	P
1. Teaching rapidly becomes boring...	18.48	0.5600	5.81	0.21	9.66	0.88	34.36	.004	21.54	.36	12.50	.89
2. Pupil achievement continues to decline...	24.44	0.2239	2.40	0.66	33.02	0.007	21.19	.17	25.98	.16	17.70	.60
3. Salaries are too low...	35.96	0.0155	5.47	0.24	24.03	0.08	29.27	.02	9.38	.97	15.32	.75
4. Administrative requirements are excessive...	31.85	0.0450	11.19	0.02	30.31	0.01	39.72	.01	53.17	.00	16.73	.67
5. The public's financial support is inadequate...	17.86	0.5965	6.43	0.16	21.03	0.17	19.82	.22	27.38	.12	28.56	.09
6. A feeling of isolation from my professional peers	16.66	0.6748	8.12	0.08	20.90	0.18	11.81	.75	25.99	.16	30.59	.06
7. The "challenge/ reward" feeling is no longer present...	14.58	0.7999	8.81	0.06	23.06	0.11	33.06	.007	32.08	.04	30.63	.06
8. Student's general lack of academic pride...	20.23	0.4437	8.39	0.07	25.00	0.06	31.46	.01	23.75	.25	17.89	.59
9. Unsatisfactory working conditions...	14.78	0.7891	1.94	0.74	14.15	0.58	26.81	.04	19.49	.48	28.78	.09

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TABLE 6

CHI SQUARE AND SIGNIFICANCE VALUES FOR PART I OTMQ
(Continued)

ITEM	DISTRICT SIZE		GENDER		EDUCATIONAL EXP.		LAST DISTRICT EXP.		DEGREE		GPA	
	X^2	P	X^2	P	X^2	P	X^2	P	X^2	P	X^2	P
10. The reduction of material resources...	18.86	0.5309	8.22	0.08	37.75	0.003	29.00	0.05	20.00	.45	20.14	.44
11. Professional growth opportunities in classroom teaching are lacking...	20.04	.45	15.48	.003	35.29	.003	21.41	.16	24.07	.23	23.20	.27
12. There is not enough time to teach...	15.17	.76	2.86	.58	25.85	.05	29.33	.02	18.58	.54	21.10	.39
13. A lack of recognition/ support for the teaching profession from the public...	30.71	.05	7.75	.10	14.44	.56	10.11	.86	23.16	.28	18.92	.52
14. A lack of professional pride among my teaching peers...	22.87	.29	14.11	.007	23.25	.10	13.60	.62	34.56	.02	14.93	.77

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frustration in not being financially able to develop both financial incentives and performance-based objectives to recognize excellence in education.

CONCLUSIONS

The conclusions reached in this study are based on its findings which are limited to Oklahoma classroom teachers who resigned permanently at the end of the 1982-83 school year. The extent to which these conclusions may be considered applicable to other school personnel groups in other settings is unknown and the reader is cautioned in this regard.

The study provides data which clearly indicate that classroom teachers who permanently leave teaching do so for a multiplicity of intrinsic reasons. The classroom teacher study participants concurred strongly in response to four (4) suggestions (intrinsic reasons) as to why they left teaching:

1. Salaries are too low;
2. The public's financial support of the total education enterprise is inadequate;
3. There is a lack of public recognition for the teaching profession; and
4. There is not enough time to teach--too much time is spent on classroom discipline/interruptions.

Based on the findings, it may be concluded that study participants regard administrative regulations/requirements in the teaching environment to be excessive. This was found to be true on five (5) of the six (6) selected demographic variables chosen for analysis in the study. In addition, it may be

concluded that the respondents' answers to eight (8) of the 14 intrinsic reasons for leaving teaching provided tended to be significantly different than expected when analyzed in relation to their number of years of teaching experience in the last school district of service.

There is a strong non-statistical relationship between the responses of the classroom teacher leavers and interview responses of selected stated educational leaders (teacher education deans and school superintendents) who participated in the study as to the problems of the in-place teaching force. However, neither group was able to recommend positive solutions to the problem of attracting and retaining able classroom teachers without the infusion of substantial amounts of money.

IMPLICATIONS AND RECOMMENDATIONS

Further study should be done by the profession investigating the perceptions of school personnel, both past and present, with respect to conditions of teachers. In addition, it is proposed that:

a) This study be replicated in other states with like groups in like settings which would allow comparisons along with the establishment of a longitudinal data base. Teacher attrition in Oklahoma was examined for teachers leaving at the end of the 1982-83 contract year. The numbers, and in particular, the certification areas affected, coupled with the financial investment made by the individual and the school districts warrant a longitudinal study and the establishment of a data base which would be updated periodically.

b) Analysis be conducted for other independent variables with this data to provide valuable insight about the nature of the professional and the profession. Only the six selected independent variables most often cited in the review of the literature were analyzed.

c) Structured interviews and follow-up questions be conducted with the study participants on a random sample basis. Limitations of time and money for this project prohibited this qualitative approach.

d) A like study with non-teaching professional personnel be conducted. Currently (February, 1985) there are nearly 100 Oklahoma superintendency vancancies. Further research should focus on job satisfaction among administrators employed in school districts in Oklahoma.

e) Replication of the study be carried out to determine the stability of the findings in light of changing educational and economic forces. Oklahoma teachers, at the end of the 1982-83 contract year, had experienced the first year without salary increases. Eighty-five percent of the teachers in the sample cited low salaries as a number one reason for leaving teaching. At the end of the 1982-83 contract year, Oklahoma ranked 37th in the nation in average teacher salaries. In 1984-85, Oklahoma ranks 47th and the economic picture continues to be bleak.

f) A serious assessment and in-depth study of the status of teaching be conducted. Seventy percent of the study respondents reported a concern for the lack of recognition by the public. Attracting and maintaining any stable work force is dependent upon the esteem and reward system which should be an integral part of management.

Anecdotal evidence suggests that a number of problems related to the teaching profession exist in Oklahoma. Based on the data base generated in this study, policy recommendations include the following:

a) Oklahomans must acknowledge the importance of quality educational programs, and accept the financial responsibility for it. The serious financial plight of Oklahoma's in-place teaching force is evidenced by the level of concern expressed by the 1982-83 leavers. Oklahomans are at the crossroads for commitment to public, vocational, and higher education. Legislative leaders have a choice: to lead Oklahoma forward or to permit the regression to continue.

b) Progress in the instructional program rests with the quality of the teaching force. A competitive base salary is critical to the perception students considering entering teacher education programs have of the profession. Beyond financial concerns, leavers, in-place teachers, superintendents, and deans and directors of teacher education express support for some "incentive program." Any incentive plan must incorporate the career ladder/master teacher program. Such a plan must include a means by which excellence can be recognized, motivation can be enhanced , and financial reward can provide the incentive for staying in teaching.

c) Before the 1990's, education and business must begin a campaign to forge partnerships to improve schools. For the business sector to understand and appreciate the plight of education and educators, the business community must be allowed to see the conditions of teachers and their work environment.

d) Meaningful staff development opportunities must be available. With certified area shortages, perceived excessive administrative requirements, current interest in student testing, and the continuing need for content and personal renewal, staff development programs must be designed to respond to needs and include both short- and long-range planning.

Legislators and educators are interested in assuring that the best qualified people are being trained to become teachers and that they remain in the profession. Given the importance of improving the quality of elementary/secondary education, the primary role played by teachers in the delivery of education services, and the strong role the state has in influencing the teaching profession in Oklahoma, it is appropriate to expect increased interest in the "educational drain" being experienced in this state.

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APPENDIX A

Oklahoma Teacher Mobility Questionnaire (OTMQ)

OKLAHOMA TEACHER MOBILITY QUESTIONNAIRE (OTMQ)

PART I.

DIRECTIONS:

1. Read each item carefully.

2. DECIDE whether you (A) Strongly Agree, (B) Agree, (C) have No Opinion, (D) Disagree, or (E) Strongly Disagree with the item as it describes a statement as to why you chose to leave classroom teaching.

3. DRAW A CIRCLE around one of the five letters (A, B, C, D, or E) to show the answer you have selected.

   A = STRONGLY AGREE
   B = AGREE
   C = NO OPINION
   D = DISAGREE
   E = STRONGLY DISAGREE

4. MARK your answers as shown in the example below:

Example:	I strongly agree with the item as described . . .	A B C D E
Example:	I disagree with the item as described . . .	A B C D E
Example:	I have no opinion about the item as described . . .	A B C D E

5. PLEASE ANSWER EACH QUESTION.

A = Strongly Agree
B = Agree
C = No Opinion
D = Disagree
E = Strongly Disagree

I HAVE LEFT CLASSROOM TEACHING PERMANENTLY BECAUSE . . .

1.	Teaching rapidly becomes boring, repetitive, with little or no variety . . .	A	B	C	D	E
2.	Pupil achievement continues to decline . . .	A	B	C	D	E
3.	Salaries are too low . . .	A	B	C	D	E
4.	Administrative requirements (evaluation of performance, accountability, other regulations) are excessive . . .	A	B	C	D	E
5.	The public's financial support for the total educational enterprise is inadequate . . .	A	B	C	D	E
6.	Of a feeling of isolation from my professional peers . . .	A	B	C	D	E
7.	The "challenge/reward" feeling is no longer present in the classroom setting . . .	A	B	C	D	E
8.	Of students' general lack of academic pride (or the "I don't care..." attitude) . . .	A	B	C	D	E
9.	Of unsatisfactory working conditions or schedule . . .	A	B	C	D	E
10.	Of the reduction of material resources necessary for the classroom instructional process . . .	A	B	C	D	E
11.	Professional growth opportunities in classroom teaching are lacking . . .	A	B	C	D	E
12.	There is not enough time to teach; too much time is spent on classroom discipline/interruptions . . .	A	B	C	D	E

A = Strongly Agree D = Disagree

B = Agree C = No Opinion E = Strongly Disagree

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13. Of a lack of recognition/support for the teaching profession from the public . . . A B C D E

14. Of a lack of professional pride among my teaching peers . . . A B C D E

15. Other (please specify) _____ A B C D E

_____

_____

16. Of the above listed reasons (items 1-15) which, in your opinion, are the three (3) most prevalent reasons why teachers eventually leave the classroom . . .

a. 1st _____
b. 2nd _____
c. 3rd _____

17. In Oklahoma, how much do you believe annual salary would have to be raised (initially) to retain classroom teachers?

_____ a. $ 500 - $ 1,000
_____ b. $ 1,001 - $ 2,000
_____ c. $ 2,001 - $ 3,500
_____ d. $ 3,501 - $ 5,000
_____ e. $ 5,001 - $10,000
_____ f. $10,001 or more

18. To what salary level do you believe Oklahoma schools should strive to achieve?

_____ a. Regional (Oklahoma and surrounding states) average
_____ b. National average
_____ c. Highest in the region
_____ d. Highest in the nation

OKLAHOMA TEACHER MOBILITY QUESTIONNAIRE (OTMQ)

PART II.

The following items are most often cited as "extrinsic" motivators or reasons teachers leave the public school (elementary/secondary) classroom teaching profession. Please check all that apply to you:

____ 1. Employed as classroom teacher or administrator in a private school.

____ 2. Got married.

____ 3. Spouse transferred.

____ 4. Moved out of state.

____ 5. Became employed in non-education sector:

____ a. Sales
____ b. Banking
____ c. Managerial
____ d. Professional
____ e. Secretarial
____ f. Other (please specify) _____

____ 6. Became self-employed:

____ a. Family business
____ b. Self
____ c. Other (please specify) _____

____ 7. Returned to graduate school:

____ a. In education
____ b. Outside education

____ 8. Maternity leave:

____ a. Plan to return to teaching
____ b. Do not plan to return

____ 9. Returned to homemaking, fulltime.

____ 10. Illness (self)

____ 11. Illness in family.

____ 12. Retired early.

____ 13. Position eliminated.

____ 14. Position was about to be eliminated.

____ 15. Contract not renewed for reasons different than #13 above.

____ 16. Resigned for reasons not listed (please specify) _____.

____ 17. Entered military service.

____ 18. Took non-classroom teaching position in education: (Place an "x" in the box that applies.)

	In-district	In-state different district	Out-of-state
a. Superintendent			
b. Building Principal			
c. Central Office Position			
d. Library Media Specialist			
e. Counselor			
f. Curriculum Coordinator			
g. Psychometric Specialist			
h. Other (please specify) _____			

____ 19. State Department of Education or Vocational-Technical Education position:

____ a. Administration
____ b. Curriculum supervision
____ c. Other (please specify) _____

____ 20. Professional Organization position (e.g., OEA, OASA, etc.)

____ 21. College teaching or administrative position.

OKLAHOMA TEACHER MOBILITY QUESTIONNAIRE (OTMQ)

PART III.

Please complete the following information about yourself.

A. Age (Check one)

____ a. 21-25
____ b. 26-30
____ c. 31-40
____ d. 41-54
____ e. 55-62
____ f. 62+

B. Sex

____ M
____ F

C. Experience (number of years)

1. In Education

____ a. 0-3
____ b. 4-9
____ c. 10-19
____ d. 20-29
____ e. 30+

2. In Last District

____ a. 0-3
____ b. 4-9
____ c. 10-19
____ d. 20-29
____ e. 30+

D. Formal Education (check one)

1. Degrees Earned (Latest)

____ a. Bachelor's Degree
____ b. Bachelor's + 16 hours
____ c. Master's Degree
____ d. Master's + 16 hours
____ e. Specialist Degree
____ f. Doctorate

2. Undergraduate Grade Point Average (check one)

____ a. 2.50-2.75
____ b. 2.76-3.00
____ c. 3.01-3.25
____ d. 3.26-3.50
____ e. 3.51-3.75
____ f. 3.76-4.00

E. Classroom Teaching Certification Area (check all which apply)

____ Elementary
____ a. Regular
____ b. Remedial Reading
____ c. Special Education
____ d. Other (please specify)
_____

____ Secondary
____ a. Math
____ b. Science
____ c. Language Arts
____ d. Social Studies
____ e. Foreign Language
____ f. Vocational Subjects (e.g. Home Ec., Agric., Ind. Arts, etc.)
____ g. Music
____ h. Physical Education
____ i. Computer Science
____ j. Business
____ k. Other (please specify)
_____

F. Marital Status (check one)

____ Single ____ Divorced
____ Married ____ Widowed

G. Last teaching position

____ Full-Time ____ Part-Time

H. Salary Range per year (check one in each column)

Last Teaching	Non-Teaching/ Current	
____	____	a. less than $12,060
____	____	b. $12,061-13,500
____	____	c. $13,501-15,000
____	____	d. $15,001-18,500
____	____	e. $18,501-22,000
____	____	f. $22,001-26,000
____	____	g. $26,001 or more

I. Engaged in outside business (or second job) at time of separation from classroom teaching.

____ yes ____ no

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APPENDIX B

Interview Schedules

INTERVIEW QUESTIONNAIRE

Deans of Education

Question One: From the higher education perspective, what can be initiated in public schools to keep and attract teachers beyond what is presently done?

Question Two: What can be done in recruitment to advise education majors or prospective teachers about a district to improve the selection process in Oklahoma's school districts?

Question Three: Do you believe the bright, energetic teachers are the first to leave the profession?

Question Four: Is there a need for differentiated pay to attract certain subject area teachers?

Question Five: What has been done recently or has been planned at the undergraduate or graduate level to better recognize and meet the needs of education majors or experienced teachers at institutions of higher education?

Question Six: Do you see a relationship between keeping teachers in the profession and the nationwide focus on extended contracts?

Question Seven: What effect will changes in certification standards, requirements for entrance into teacher education, and required competency for education majors have on the professional model in Oklahoma?

Question Eight: What do you believe is the single most important reason teachers leave teaching?

Question Nine: As you assess the qualities and the qualifications of new teachers today, how do you see the new teachers entering Oklahoma's classrooms?

Question Ten: What has been the effect of H.B. 1706 on education in Oklahoma?

INTERVIEW QUESTIONNAIRE

Superintendents of Schools

Question One: If you want to keep a teacher, what above and beyond the "norm" can you or do you do?

Question Two: What do you do in recruitment to advise the prospective teacher about the district, including information about salary and fringe benefits?

Question Three: Do you believe that the bright energetic teachers are the first to leave the profession?

Question Four: Is there a need for differentiated pay to attract certain specialty teachers (science, math, language arts, foreign language, others--)?

Question Five: Are the needs of less experienced teachers different than the needs of the more experienced teachers?

Question Six: Do you see a relationship between keeping teachers and the nationwide focus on extended contracts (longer days, longer year, etc.)?

Question Seven: What do you believe will be the effect of the change in certification standards, stricter requirements for entrance into teacher education, and the increased GPA for education majors?

Question Eight: What do you believe is the single most important reason teachers leave teaching?

Question Nine: Are the qualifications of new teachers different from those of more experienced teachers when they were new?

Question Ten: What has been the experience thus far under 1706?